



Intent	<p>Through the teaching of English our children are encouraged to be curious, imaginative, creative and resilient. Child centred learning approaches and varied teaching styles make learning relevant and enjoyable for each child. Teaching teams follow guidance from our three curriculum pathways supported by the National Curriculum and school schemes of work to ensure that pupils are upskilled in strategies promoting communication, independence, cognition and learning. Pupils make progress within the areas of speaking and listening, phonological awareness, reading and writing incorporating a range of genres and styles.</p> <p>We aim that our pupils have a place within the community developing lifelong skills through which they can navigate the wider world, growing in independence and self-awareness. All supporting adults wish for our pupils to be confident and successful at communicating in a way that is universally understood. We create opportunities that enable them to understand and interpret the world in which they live and to use this to develop their own learning, solve problems and be successful in the tasks they set out to achieve. This is achieved by supporting, guiding and inspiring our children through excellent teaching, resourcing and opportunities for learning application. Staff utilise their knowledge of child development to carefully tailor progress and learning to support the diverse and complex learning needs of all pupils which include areas of sensory processing, emotional and behaviour regulation, attention and motivation, physical and movement along with social skills along with an understanding of the barriers of learning which many of our pupils face. Through our learning pathways staff create opportunities for child led learning exploration and discovery along with adult led targeted learning sessions. We aim to scaffold positive behaviours and habits within all our pupils to become effective learners and foster a love of learning. Our objectives are balanced ensuring skill and knowledge progression is evident. Effective communication methods and opportunities are paramount within all curriculum planning and prioritised within pupil IEPs.</p> <p>The learning journey of all our pupils is understood and supported by all teaching teams, school leaders and external agencies. In addition, the Academy Council have a thorough oversight of curriculum implementation. We intend for our families to be actively involved in the learning development of their children and support all our families through cementing parental links which help us to understand the development of their child, allowing them to reach their best potential. Parents are engaged in pupil learning through sharing of IEPs, topic overviews, learning workshops, notification and updates via class website pages and collaboration at Annual Review and Parent/Teacher meetings. We work with a range of external professionals, such as Occupational Therapists, Speech and Language Therapists and Music Therapists to support staff, pupils and families with sensory strategies to promote a positive learning ethos through which communication and comprehension can flourish.</p>
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Our taught curriculum sessions and experiences beyond the classroom embrace and embed the need to communicate and obtain information to live and learn within society. They are tailored to meet the individual requirements of each pupil within the class group. A topic based learning approach allows all pupils to progress towards developing language acquisition through a total communication approach to learning with visual, sensory and auditory support. The curriculum allows for flexibility of pupils learning styles and achievements with all learning pathways running closely alongside each other. Communication, Language and English application is embedded into each phase of our learning pathways, providing pupils with enrichment opportunities to develop speaking and listening skills, phonics, reading and writing.

A topic based curriculum enhances learning and engagement for pupils and develops cross curricular links to support communication and interaction alongside thinking and problem solving skills. Teachers are highly skilled at implementing themes which will enthuse, entice and motivate pupils whilst continually developing and embedding the core skills linked to Communication, Language and English. Sensory and emotional regulation for the development of social and emotional well-being are supported alongside cognitive development. Learning activities and resources are differentiated to meet the learning styles and interests of pupils alongside learning targets that promote progress, challenge and are challenging, accessible and relevant for each pupil.

Speaking and listening: Effective communication and literacy skills are paramount for accessing learning, nurturing self-esteem and developing transferable life skills. All pupils within the school require tailored support specific to their learning needs within this area. As a school we work collaboratively with speech and language professionals to ensure that the pupils are supported and challenged to communicate effectively, using visual, auditory, gestural, signing supports where required. Communication and interaction are most effective when pupils have a means to communicate, a motivation to communicate, someone to communicate with and time to communicate meaningfully. Children on all learning pathways have a Communication Overview which showcases their individual stages of communication through Attention Autism, Intensive Interaction, Key Word Level, BLANK Level Questioning and SCERTS Model.

EYFS and Explorers: Through a total communication learning environment we provide pupils with opportunities for initiating spontaneous communication to express their daily needs and requests. Listening, turn taking and promoting self-confidence when communicating are all encouraged, modelled and taught. Learning through play and understanding of language in context is of paramount importance. Attention Autism along with Intensive Interaction and Progressing Play skills scaffold pupil attention and engagement and raise the profile of communicating and interacting for a purpose.

Adventurers: Receptive and expressive language skills have a focus on increased clarity. Pupils are supported in the use and understanding of subject specific vocabulary through all learning sessions. A focus on asking and answering questions beyond requesting for individual gain is evident at this stage and supported by BLANK levels questioning techniques. The use of Colourful Semantics to develop the structure of spoken language and the SCERTS Model of Language and Conversational Partners are pertinent through this learning pathway.

Reading: Developing a love of reading is central to all learning pathways as reading is a gateway to all learning and provides pupils with rich learning experiences, developing their understanding of both their local and wider community. Reading and listening to stories has a positive effect on our social, emotional and mental well-being. Children at Brookfields are immersed in a fully enriched learning environment through varied language, symbols, texts, words, expressions, pictures, objects and photographs. We promote a literacy environment that is diverse, multicultural, relatable, pleasurable and engaging. High expectations and aspirations are at the heart of our learning pathways and a wide range of genres are promoted through our topic based curriculum covering poetry, rhyme, drama, stories, fiction, narratives and non-fiction. The use of Talk 4 Writing strategies promote an accessible reading ethos throughout school through engaging and inspiring texts. Staff are pivotal in ensuring that a love and enjoyment for reading is experienced by all through storytelling and developing story telling language. Our three

learning pathways follow the same reading culture to provide continuity and embed reading for pleasure;

- **Whole class reading:** develops listening skills and a love of story through adult led reading with children listening and responding in their preferred mode of communication.
- **Shared reading:** immerses children in the pattern of a story and features of text types with a focus on adult modelling key features and elements when introducing and revisiting texts.
- **Guided reading-** focuses on small group reading tasks with adult led input using a text that is levelled and promotes high learning expectations.
- **Independent reading-** targeted reading sessions for pupils focusing on their specific reading targets linked to Read, Write, Inc. Phonics and EHCP and IEP's.
- **Reading Environment-** Classrooms and display promote a love for reading which children can share in daily.

EYFS and Explorers: Photographs and sensory picture books incorporating texture and sounds are used as appropriate to the developmental stages of the children in the class. Pupils are supported with the use of sensory experiences, tactile objects, visual symbols or photographs. Colourful Semantics supports comprehension skills alongside BLANK level 1 questioning.

Adventurers: A range of texts and print are accessible covering a range of genres and engaging the interests of the pupils. Texts are available supporting the stages within the RWI phonics scheme alongside pupil interest texts fostering a spontaneous love of reading. Colourful Semantics alongside higher BLANK levels is used for comprehension skills incorporating an individualised increase in elements of sentence structure.

Writing: Writing and pre writing strategies engage, inspire and challenge pupils, involving them in experiencing, experimenting, creating and inventing across curriculum pathways. Application and consolidation of fine and gross motor skills are planned for across the pathways to develop the physical requirements for writing control. Pupils are given time to process their writing skills, showing an understanding that marks and symbols convey meaning. Learning environments provide children with opportunities to make marks and symbols using their preferred mode of communication, again highlighting the important of a total communication approach to all teaching and learning. Talk 4 Writing strategies can be used to help to support pupils in producing meaningful marks, symbols associated with familiar words, actions, images and events. This encompasses the importance of children being able to communicate verbally or in their preferred method of communication (AAC) what they wish to express before moving onto written form.

EYFS and Explorers: Consolidation of motor skills is of vital importance as this supports independence such as dressing or feeding. Motor arm movement, hand strength and finger dexterity for pencil control is developed through engaging activities and the use finger rhymes, interactive learning apps and sensory media exploration. Pupils are supported to make connections between movements and the marks they make. Pupils are given opportunities to mark make using a wide range of media, in a variety of indoor and outdoor learning settings.

Adventurers: Development and increasing control of gross and fine motor movement continues on this pathway. Pupils have the opportunity to develop their writing skill and control and are encouraged to imitate the language they need for a particular topic orally before reading, analysing and writing it. Pupils are encouraged to express thoughts in a range of styles and using a wide variety of media and genres. Across the curriculum there are opportunities for writing for purpose, applying the implementation of phonics strategies and grammatical structure. All staff support confidence in writing through various techniques which promote letter formation, sentence structure, key words and enhance each pupils self-confidence in this area of learning.

Impact

The impact of our curriculum is measured by assessment procedures alongside how effectively our pupils develop skills and attitudes which will make them lifelong learners. Pupils show development in literacy across the curriculum through their understanding of purpose of objects, images or the written word. In addition, they develop skills in asking and answering questions, using varying communication forms, about an event, object or image to their individualised level supported by BLANK form of questioning. They make marks, write words or sentences to express creativity or communicate their understanding of learning. Some pupils develop skills of reading to learn and for pleasure and may read words or phrases to enrich their learning.

In order to ascertain how well children learn content the following assessment procedures are followed:

- B squared is used to formally monitor pupil progress across each term against each pathway.
- Early Years baseline is undertaken with specific pupils whom may engage with elements of the task.
- On entry at any age into KS1 / 2 pupils are assessed to ascertain their main pathway: Explorers or Adventurers.
- Termly Evisense shows photographs, videos and statements to show progression against areas of curriculum learning.
- Moderation is carried out across school, within cluster schools and within the SET including English and Early Years.
- Where appropriate, Phonics Screening Tests are carried at the end of Year 1 and with some Year 2 pupils who show appropriate progress to undertake the task.
- Pupil progress meetings are carried out termly, all pupils are discussed in terms of progression success, style of approach and barriers to learning.
- Data is collaborated and groupings of pupils are analysed. Supportive resources, therapies, training or strategies are put in place where required.
- Termly parents meeting and annual ECHP review meetings allow opportunity for feedback on pupil progress across the curriculum, with a particular focus on communication
- Weekly access and support from Speech and Language therapists and Occupational Therapists is utilised for individual and groups of pupils.

Education beyond the classroom and learning through educational visits gives an opportunity to reinforce or ascertain the pupils understanding of print, visual and auditory clues in context to show an understanding of the world around us. These visits and opportunities give pupils chance to develop an understanding of society and to communicate in a supportive learning environment.

Transitions are thorough, classes share data and progression alongside learning approaches, barriers, interests and learning styles in detail. Repeated collaboration with parents about their child is undertaken across the year. Leadership staff remain up to date with research from specialists within the areas of SEND for strategies to support the neurodiversity of our pupils; teaching and learning is tailored accordingly.

Please refer to our Pre-Phonics Policy and Read,Write,Inc.Phonics Policy for further information regarding English and Communication.